



Hallam Senior College
Linking Learning and Life

**School Strategic Plan for
 Hallam Senior College
 Southern Metropolitan Region
 2011-2014**

<p>Endorsement by School Principal</p>	<p>Signed Name Anne Martin Date 07/12/2010</p>
<p>Endorsement by School Council</p>	<p>Signed Name Phil Pallot Date School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed Name Ross Bevege Date</p>

School Profile

Purpose	<p>Hallam Senior College aims is to provide all students with the maximum opportunity for personal and academic growth in a supportive environment, one specially designed for students in their later secondary years. Our purpose is to continue preparing our young people to confidently and successfully embrace the challenges of life. Our College motto is: Linking Learning and Life.</p>
Values	<p>The College values relationships built on respect and responsibility where the relationships between people, learning and the environment frame our actions.</p>
Environmental Context	<p>Hallam Senior College services a diverse residential district within the rapidly expanding South Eastern Growth corridor of Melbourne. The College draws students from varied social, economic and cultural backgrounds and recognises and values the diversity of its community. It is committed to providing an excellent education for all students in a secure, supportive and educationally challenging environment. It provides comprehensive programs at Years 10 – 12 through a broad range of year 10 subjects, VCE studies, VET certificates and VCAL programs all leading to further education, training and employment.</p> <p>Hallam Senior College is a new school in its own right and has been operating as a standalone college from the beginning of 2009. The school began its journey as Hallam High School in 1974. From the early 1990s it became one of the four member schools (Hallam SSC, Fountain Gate SC, Gleneagles SC and Endeavour Hills SC) that collectively made up Eumemmerring College. The other 3 campus schools were 7 – 10 Colleges that effectively sent most of their students at the end of year 10 to Hallam SSC to complete years 11 and 12. By the mid 1990s Hallam became the campus delivering the VCE and Vocational programs to years 11 and 12 as the senior campus of Eumemmerring College. During this time the school was the largest government school in the state.</p> <p>Eumemmerring College disaggregated at the end of 2008 to become four stand alone Colleges; Hallam SSC 10 – 12, Fountain Gate SC 7 – 12, Gleneagles SC 7 – 12 and Endeavour Hills SC 7- 10.</p> <p>The four former Eumemmerring College schools are members of an Educational Alliance that was established following the disaggregation process. A number of protocols have been developed around the provision of later years programs across the Alliance. During the period of 2009 and part of 2010 the schools operated under an MOU as part of their staffing arrangements. Endeavour Hills is now linked to a re-generation project with Doveton and Eumemmerring Primary Schools which will see the establishment of an innovative birth – year 9 educational facility. As of 2011 Endeavour Hills SC will no longer run a year 10 program. The intention is that the majority of those students will enrol at Hallam Senior College.</p> <p>In 2010 Hallam SC had 54.3 fulltime equivalent teaching staff (62 teachers), 4 Principal staff, and 16.55 EFT (21) school support staff. The student population is very diverse with 33 nationalities and 50 languages other than English spoken. In 2010 the school SFO was 0.58.</p> <p>Hallam was the leader of a consortium of schools (Hallam Valley Trade Training Centre) that was awarded Trade Training status at the beginning of 2009. This provides for the construction of significant additional facilities for the College as well as program delivery options.</p> <p>Strategic Planning In terms of strategic planning Hallam campus followed a Charter in the years 2004-2006 as part of the Eumemmerring College. 2007 saw an extension to that Charter period while 2008 morphed into a period called the Eumemmerring Project resulting in the disaggregated of Eumemmerring College. In 2009 and 2010 the College operated under 2 separate Annual Implementation Plans without the overall guidance of a Strategic Plan.</p>

In 2010 the College underwent an Extended Diagnostic Review which provided a great opportunity for the school to look closely at its future provision, focus and program offerings. The Review took into account the significantly altered landscape that now operates following the disaggregated, as well as the agreements that operate in relation to the Alliance and the Trade Training Consortium. These are in addition to the particular issues that face the school due to its socio economic profile and high ESL ratio.

The College provides comprehensive programs at Years 10 – 12 through a broad range of VCE studies, VET certificates and VCAL programs all leading to further education, employment and training. The programs are designed around subject groupings to meet particular educational and vocational pathways. At Hallam Senior College we aim to prepare our young people to confidently and successfully embrace the challenges of life. We seek to provide all students with the maximum opportunity for personal and academic growth in a supportive environment, one specially designed for students in their later secondary years.

The College has Registered Training Organisation status and all VET certificates offered are within its scope of registration. The College sees value in maintaining this status as it enables students to access high quality vocational training at low cost and enables flexibility in offering new programs to meet student needs. The business plan of the RTO is embedded within the College's ongoing strategic planning to ensure that Hallam SC is a significant provider of vocational programs to senior secondary students in the outer south east region.

In 2009 the College was awarded the VET in Schools Excellence Award as part of the Victorian Training Awards program. In preparation for 2011 the College will improve the design of VCAL programs that cater for newly arrived and refugee students as well as an increasing number of students with special needs.

The College also offers a Sports Academy program with 4 sports as pillar sports – AFL, Basketball, Soccer and Rugby League. This program has been running for about 5 years and is becoming increasingly well known.

Our College works in partnership with a number of organisations to provide maximum choice and flexibility in program and subject delivery. These include our Alliance schools (Gleneagles Secondary College, Endeavour Hills Secondary College and Fountain Gate Secondary College) our Trade Training Centre schools (6 other local schools) Deakin University, Swinburne University, Chisholm Institute and other Training Organisations.

41 VCE Subjects, 14 VET Certificates, Intermediate & Senior VCAL Programs include:

- Humanities
- Business Administration,
- Information & Communications Technology,
- Science and Engineering,
- Traditional & Manufacturing Trades: (*Building & Construction, Automotive, Hospitality, Hairdressing and Electrotechnology*),
- Sports Academy: (*Australian Rules Football, Rugby League, Soccer, Basketball*)
- Health & Community Services,
- The Arts: (*Performing Arts, Visual Arts, Design*)

Sub Schools

Sub Schools are formed around groups of Programs. Students are allocated to Sub Schools based on their programs/choice.

- The Sub Schools are:
- Traditional Trades and Technologies

- Arts and Humanities
- Sport and Health Sciences
- Science, IT and Commerce

The Sub Schools are the cornerstone of communication and administration for students and their families. Attendance and pastoral care are administered and monitored by the sub schools ensuring that students in each sub school have a group of adults who know them well and follow their progress.

Our students

The student population of Hallam Senior College is largely drawn from the Alliance schools of the former Eumemmerring College. The school's first year 10 cohort was 67 students in 2009. In 2010, this number grew to 105 and in 2011 current enrolments are above 200. The numbers of students across Years 11 and 12 depends largely on student selection of programs from the Alliance schools but an increasing number of students from outside the alliance are selecting Hallam SC as an option for their Later Years of schooling. The total student population for 2010 was 750 students.

Students are at the centre of our thinking, planning and actions. We aim to ensure that we provide positive learning experiences for every student in a young adult environment. The relationships we forge with students and their families are critical elements of a student's success at this important stage of their learning. We provide additional services by way of pathways planning advice, welfare and careers advice.

Learning and Teaching

The school has aimed to deliver high quality learning and teaching in the delivery of the VCE, VET and VCAL. Over the last 10 years, despite the significant efforts of staff, this aim has not been met in broad terms with the challenges of an increasingly changing cohort of students and a range of factors that have influenced the orderly environment of the school.

Certificate completion across all the certificate areas has reduced over the last 5 years.

Eumemmerring College disaggregated at the end of 2008. Hallam campus became Hallam Senior Secondary College delivering programs to year 10-12 students.

During 2009, the leadership team worked with the staff and students to identify the preconditions required to get the school back on track. A range of strategies were put in place to achieve the first stages of this program. In 2010, the school underwent an Extended Diagnostic review. This process has further identified areas of concern but most particularly those that impact on improvement in learning and teaching that results in better outcomes for students.

Summarised here from the review report -

- *insufficient whole school understanding and commitment to what the college vision means in terms of day to day practices.*
- *lack of high expectations for students generally*
- *lack of a shared view about what is effective pedagogy to support the achievement of the vision for the new college*
- *At the core, the major issue is that differentiated learning is not the norm.*

*Survey data and focus groups with students indicate that whilst students are essentially positive about their teachers they are bored with passive learning across all programs; they are seeking learning that is more active, "hands-on"; purposeful and connected to real world experiences. This certainly doesn't mean becoming an alternative school; **it means moving right to the centre of 21st century learning.** In this school lack of engagement in learning is an issue for students across the whole ability spectrum, so that rather than thinking in terms of VCE or not VCE and placing VCAL at a lower level [as some teachers do], **the real task for the school, and every teacher, is to embed engaging, differential and active***

[applied] learning in all teaching in all programs. This is the core message that comes out across the whole review.

It is also suggested that the perpetuation of teaching practices that don't engage students is a substantial contributor to high absence rates and ultimately whether students decide to continue at school or not.

In the development of the 2011-2014 Strategic Plan the explicit focus on improvement in learning and teaching will be a critical element underpinning the successful future of the school.

Facilities

The college was built in the early 1970s, becoming operational around 1974 and is a courtyard design school. The physical environment is in good order with the sporting grounds sitting between Hallam Senior College and Hallam Primary School.

Additional facilities include

- a Performing Arts centre that includes a theatre and art gallery.
- Music and recording studios
- Fully equipped gym
- Specialist rooms for the delivery of VCE subjects and VET certificates

Over the next few years it is our intention to continuously improve the facilities for students and staff particularly in the areas of IT and undercover spaces for students. In addition, the development of the Trade Training Centre will significantly improve the trade and hard technologies facilities to current industry standards.

Strategic Intent

	Goals	Targets	Key Improvement Strategies																																																																		
Student Learning	To improve successful completion of units across all programs	<p data-bbox="371 488 1581 512">1. Establish targets for levels of completion for VCE Certificates, VET UOCs and VCAL units using 2009 as a baseline.</p> <table border="1" data-bbox="412 520 1529 687"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>VCE</td> <td>87</td> <td>95</td> <td>96</td> <td>97</td> <td>98</td> <td rowspan="3">Year of Self Evaluation and Review</td> </tr> <tr> <td>VCAL</td> <td>66</td> <td>77</td> <td>85</td> <td>90</td> <td>95</td> </tr> <tr> <td>VET</td> <td>71</td> <td>77</td> <td>85</td> <td>90</td> <td>95</td> </tr> </tbody> </table> <p data-bbox="371 703 875 727">2. A VCE All studies mean score of at least 28.0.</p> <table border="1" data-bbox="412 735 1529 842"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>VCE All Studies Mean</td> <td>26</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>Year of Self Evaluation and Review</td> </tr> </tbody> </table> <p data-bbox="371 890 1727 938">3. Establish baseline data for the proportions of students who achieve below 20 and above 30 scores in every study design and set targets for improvement.</p> <p data-bbox="371 954 1671 1002">4. On the Student Survey: use a teaching and learning index (increase 0.2) across Teacher Effectiveness, Teacher Empathy and Stimulating Teaching</p> <table border="1" data-bbox="371 1026 1738 1244"> <thead> <tr> <th>teaching and learning index</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Teacher Effectiveness</td> <td>3.22 for Yr 10</td> <td>3.18 for Yr 10</td> <td>3.38</td> <td>3.58</td> <td>3.78</td> <td rowspan="3">Year of Self Evaluation and Review</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.11 for Yr 11</td> <td>3.20 for Yr 11</td> <td>3.60</td> <td>3.80</td> <td>4.00</td> </tr> <tr> <td>Stimulating Teaching</td> <td>3.33 for Yr 12</td> <td>3.14 for Yr 12</td> <td>3.54</td> <td>3.74</td> <td>3.94</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	2014	VCE	87	95	96	97	98	Year of Self Evaluation and Review	VCAL	66	77	85	90	95	VET	71	77	85	90	95		2009	2010	2011	2012	2013	2014	VCE All Studies Mean	26	25	26	27	28	Year of Self Evaluation and Review	teaching and learning index	2009	2010	2011	2012	2013	2014	Teacher Effectiveness	3.22 for Yr 10	3.18 for Yr 10	3.38	3.58	3.78	Year of Self Evaluation and Review	Teacher Empathy	3.11 for Yr 11	3.20 for Yr 11	3.60	3.80	4.00	Stimulating Teaching	3.33 for Yr 12	3.14 for Yr 12	3.54	3.74	3.94	Develop and embed over time a shared view of what successful pedagogy looks like at Hallam Senior College.
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Student Engagement and Wellbeing	To improve student attendance	<p>5. Student attendance: Aim to reduce average absences from <u>38 days</u> in 2009 to no more than 12 by 2014.</p> <table border="1" data-bbox="376 268 1736 459"> <thead> <tr> <th>Student attendance</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>average absences</td> <td>Yr 10-33.3days Yr 11-37.9days Yr 12-38.1days Mean -37.6</td> <td>Yr 10 Yr 11 Yr 12-14days</td> <td>Yr 10 Yr 11 Yr 12-14days</td> <td>Yr 10 Yr 11 Yr 12-13days</td> <td>Yr 10 Yr 11 Yr 12-12days</td> <td>Year of Self Evaluation and Review</td> </tr> </tbody> </table> <p>6. On the Student Survey: Use an engagement index (increase 0.1) across School Connectedness, Student Motivation and Learning Confidence</p> <table border="1" data-bbox="376 587 1736 826"> <thead> <tr> <th>engagement index</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>3.74 at Yr 10 3.61 at Yr 11 3.67 at Yr 12</td> <td>3.6 at Yr 10 3.7 at Yr 11 3.6 at Yr 12</td> <td>3.7 at Yr 10 3.8 at Yr 11 3.7 at Yr 12</td> <td>3.8 at Yr 10 3.9 at Yr 11 3.8 at Yr 12</td> <td>3.9 at Yr 10 4.0 at Yr 11 3.9 at Yr 12</td> <td>Year of Self Evaluation and Review</td> </tr> </tbody> </table>	Student attendance	2009	2010	2011	2012	2013	2014	average absences	Yr 10- 33.3days Yr 11- 37.9days Yr 12- 38.1days Mean -37.6	Yr 10 Yr 11 Yr 12- 14days	Yr 10 Yr 11 Yr 12- 14days	Yr 10 Yr 11 Yr 12- 13days	Yr 10 Yr 11 Yr 12- 12days	Year of Self Evaluation and Review	engagement index	2009	2010	2011	2012	2013	2014	School Connectedness	3.74 at Yr 10 3.61 at Yr 11 3.67 at Yr 12	3.6 at Yr 10 3.7 at Yr 11 3.6 at Yr 12	3.7 at Yr 10 3.8 at Yr 11 3.7 at Yr 12	3.8 at Yr 10 3.9 at Yr 11 3.8 at Yr 12	3.9 at Yr 10 4.0 at Yr 11 3.9 at Yr 12	Year of Self Evaluation and Review	<p>Grow and sustain a supportive school culture that fosters relationships and connectedness for students parents staff and the school community through an orderly, organised and purposeful learning environment</p>
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School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning <i>Strategic Goal</i> <i>To improve successful completion of units across all programs</i></p> <p><i>Through KIS</i> Developing and embedding over time a shared view of what successful pedagogy looks like at Hallam SC.</p>	Year 1	<p>The school develops and embeds improvement in its practices around a common understanding of effective teaching and learning practice.</p> <p>Conduct a formal review of assessment and reporting practices.</p>	<p>Time and energy focussed in purposeful development and understanding of best practice in differentiation and applied learning. Teachers engaging in PD and informal discussion Teachers are trialling new practice</p> <p>Review is completed by the end of Semester 1. Recommendations are made for implementation.</p>
	Year 2	Document and reflect on progress, review data and respond.	
	Year 3		
	Year 4		
<p>Student Engagement and Wellbeing <i>Strategic Goal</i> <i>To improve student attendance</i></p> <p><i>Through KIS</i> Growing and sustaining a supportive school culture that fosters relationships and connectedness for students, parents staff and the school community through an orderly, organised and purposeful learning environment.</p>	Year 1	<p>Improve the MIPs program to enhance students' engagement more effectively Develop more effective strategies for improving outcomes for students "at risk" Develop classroom management skills and capacity for all teachers in line with the Student Engagement Policy Guidelines. Improve celebration of student success through an expanded rewards and recognition program.</p>	<p>All year 10 students undertake WOW. All VCAL students and Year 10 complete an on line MIP. The SIMs mapping tool is used and staff receive relevant information to assist learning of identified students Improved teacher skills in managing classrooms. Programs investigated and established. An improved celebration of student rewards and recognition program.</p>
	Year 2		
	Year 3		
	Year 4		
<p>Student Pathways and Transitions <i>Strategic Goal</i> <i>To improve student retention</i></p> <p><i>Through KIS</i> Improve knowledge and communication around the pathways and transitions across the later year of secondary education at Hallam Senior College.</p> <p>Facilitate relationships and partnerships with schools, tertiary institutions, training providers, business and industry to enhance program and pathways options for students.</p>	Year 1	<p>Improve knowledge and communication, including careers information and advice for students and parents around the pathways and transitions across the later years of secondary education at Hallam Senior College. Work to develop a range of senior school extension options Continue to develop meaningful relationships and partnerships with industry and business and pursue options to include work experience, structured workplace learning, mock interviews, workplace visits for students.</p>	<p>Achievement of a range of activities. Increased enrolments. Programs and curriculum documentation updated and improved. Vision and values documentation is evident around the school. Relationships are documented and active. Year 13 programs are advertised and running for 2012. Activities that support students and compliment their classroom needs are undertaken through careers, SWPL, WE and other activities and are understood and supported by all staff.</p>
	Year 2		
	Year 3		
	Year 4		